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ABSTRACT

This paper provides information about the beginnings of literacy in young children and the skills they need for reading readiness. The paper also describes what is meant by a "quality early literacy instruction" and reading skill development in early childhood settings. It outlines early reading behaviors, including phonemic awareness, concept of books, knowledge of print, awareness of letter/sound correlation and punctuation, and oral reading. It discusses fluency and high frequency words and provides the Dolch Word List of the 100 most frequent words in the English language. The paper next addresses reading comprehension and vocabulary instruction and then discusses music and children, music and the brain (as an important part of multiple intelligences theory), and "The Mozart Effect," contending that the Mozart Effect consciously implemented can have an effect on a child's life. It delineates the teaching strategy of reading using picture books of songs and offers a Read-Me-a-Song Lesson Plan Form and a sample lesson form illustrating interdisciplinary activities and lesson extensions. Lists 79 Songs as Story Books and 8 Songs as Story Books cassette tapes. Also lists 30 relevant Web sites and 14 references. (NKA)

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Read Me a Song:
Teaching Reading Using Picture Book Songs

ED 479 645

International Reading Association Convention
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Orlando, FL

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1

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Early Literacy

-Begins at birth.
-Reading and writing develop at the same time and are interrelated.
-Writing often comes first.
-Children's understandings of the functions of reading are tied with motivation and interest in learning to read.
-Children learn by doing.

Time Runs Out

-Research shows that for students who fall behind in reading, opportunities to advance or catch up diminish over time.
-Therefore, the teaching of beginning reading is of supreme importance and must be:
    -purposeful and strategic
    -grounded in methods proven effective by research.
-Research shows that students who enter first grade with a wealth of phonological awareness are more successful readers than those who do not. (ERIC Digest #565)

Ready to Read

-Prerequisite skills:
    -understand that words can be spoken or written.
    -print corresponds to speech
    -words are composed of phonemes (sounds-phonological awareness).
-Beginning readers with these skills understand that words are made up of individual letters and the letters correspond to sounds.
-This is called "mapping of print to speech" and is referred to as alphabetic understanding. ERIC Digest #565

Strong Word Recognition Skills

-Reading comprehension and other higher-order reading activities depend on strong word recognition skills.
-This includes phonological decoding.
-This means that a reader must first see a word then access its meaning in memory. ERIC Digest#565
-Practice with word recognition is key to developing skills necessary for reading and understanding.

Quality Early Literacy Instruction

-Literacy-enriched environment.
-Intellectually engaging curriculum.
-Clear, systematic, and scaffolded instruction.
-Well-paced, interactive instruction.
-Language rich.
-Children feel safe and secure with the adults.
-Integrating of reading and writing.
-Parent and community involvement in learning.

Reading Skill Development in Early Childhood Settings

-Integrated instruction
-Children's minds and bodies must be actively engaged in learning.
-High levels of teacher interaction optimize children's learning.

Preventing Reading Difficulties in Young Children

National Research Council

-Children need:
  -A working understanding of how sounds are represented alphabetically.
  -Sufficient practice to achieve fluency with different kinds of text.
  -Sufficient background knowledge and vocabulary to construct meaning from texts.
  -Control over procedures for monitoring comprehension and repairing misunderstanding.
  -Interest and motivation to read for a variety of purposes.

Early Reading Behaviors

-Phonemic Awareness
  -Rhyme recognition.
    -Which word rhymes with map (dog, face, lap)?
  -Can provide rhymes when asked.
    -Tell me a word that rhymes with map.
  -Blending
  -Segmentation
-Concept of Books
    -Front/Back -Title
    -Directionality -Where do you begin to read?
    -Where do you go when you come to the end of a line?
-Knowledge of Print
  -Understands the concept of a word (points to one or two words).
  -Understands the concept of letters (points to the first, last letter in a word).
  -Identifies letter names (ABCs).
-Identifies the connection between text and pictures.
-Aware of letter/sound correlation.
-Aware of punctuation
  -Period
  -Question mark
-Oral Reading
  -Use of cues, decoding strategies
  -Self-monitoring
  -Fluency
  -Comprehension
  -Knows site/high frequency words
  -Knowledge of common phonological patterns
  -Knows grade level vocabulary.

Fluency and High Frequency Words

-Proficient readers recognize most words quickly, allowing them to focus on the meaning of the text.
-Approximately 300 words make up 65% of all words in texts.
-Rapid recognition of these words during the early years forms the foundation of fluent reading.

DOLCH Word List

100 Most Frequent Words in the English Language

Dolch Word List www.literacyconnections.com/Lee.html
This format by Betsy B. Lee, Ed.S., author of A Funny Dolch Word Book series

Pre-primer

a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you

Primer

all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

1st Grade

after, again, an, any, as, ask, by, could, every, fly, from, give, giving, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

2nd Grade

always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

3rd Grade

about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

Nouns

apple, baby, back, ball, bear, bed, bell, bird, birthday, boat, box, boy, bread, brother, cake, car, cat, chair, chicken, children, Christmas, coat, corn, cow, day, dog, doll, door, duck, egg, eye, farm, farmer, father, feet, fire, fish, floor, flower, game, garden, girl, good-bye, grass, ground, hand, head, hill, home, horse, house, kitty, leg, letter, man, men, milk, money, morning, mother, name, nest, night, paper, party, picture, pig, rabbit, rain, ring, robin, Santa Claus, school, seed, sheep, shoe, sister, snow, song, squirrel, stick, street, sun, table, thing, time, top, toy, tree, watch, water, way, wind, window, wood

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Comprehension Requires Two Skills

-Work knowledge or vocabulary
-Reasoning
-Plus...prior knowledge

Importance of Vocabulary When Learning to Read

-Beginning readers bring oral vocabulary to the task of reading.
-New vocabulary encountered in stories is added to the oral vocabulary.
-Readers learn to translate unfamiliar print words into speech expecting that speech is easier to comprehend.
-When a word is not in a reader's oral vocabulary, it will not be understood when seen in print.

Vocabulary Instruction

-The study of vocabulary results in greater comprehension.
-Vocabulary can be learned when children are read to and when they read independently, in addition to direct instruction in vocabulary development.
-Learning gains depend on repeated exposure to vocabulary.
-Pre-teaching of new vocabulary prior to reading a story is important to vocabulary development and reading comprehension.

Music and Children

(The Mozart Effect for Children)

-Children instinctively understand the language of music.
-Music draws in children (and adults) by inviting them to...
  -match its pitches
  -incorporate its lyrics
  -move to its beat
  -explore its emotional and harmonic dimensions
-Children are happiest when they are active-bouncing, dancing, clapping, and singing with someone they trust and love.
-Music delights and entertains children.

-At the same time it molds their mental, emotional, social, and physical development.
-It gives children the enthusiasm and skills needed to begin to teach themselves.

Music and the Brain

(The Mozart Effect for Children)

-Music's physical vibrations, organized patterns, engaging rhythms, and subtle vibrations interact with the mind and body in many ways, naturally altering the brain in a manner that one-dimensional rote learning cannot.

"The Mozart Effect"

(The Mozart Effect for Children)

-A phrase that refers to such phenomena as...
  -the ability of Mozart's music to temporarily heighten spatial awareness and intelligence.
  -its power to improve listeners' concentration and speech abilities.
  -its tendency to advance the jump in reading and language skills among children who receive regular music instruction.
  -the startling increase in SAT scores among students who sing or play an instrument.

Benefits of the Mozart Effect

(The Mozart Effect for Children)

-The Mozart Effect is more than just raising test scores.
-The Mozart Effect consciously implemented can effect a child's life. You can...
  -begin to communicate and connect with the child before birth.
  -stimulate brain growth in the womb and throughout early childhood.
  -positively affect the child's emotional perceptions and attitudes from pre-birth onward.
  -provide patterns of sound on which the child can build his understanding of the physical world.
  -reduce the child's level of emotional stress or physical pain, even in infancy.
  -enhance his motor development, including the grace and ease with which he learns to crawl, walk, skip, and run.
  -improve his language ability, including vocabulary, expressiveness, and

ease of communication.
-introduce the child to a wider world of emotional expression, creativity, and aesthetic beauty.
-enhance the social abilities of the child.
-improve reading, writing, mathematical, and other academic skills, as well as the ability to remember and to memorize.
-introduce the child to the joys of community.
-help the child create a strong sense of his own identity.

The Brain

(The Mozart Effect for Children)

-Brain development is a process of incorporating patterns into increasingly complex systems.
-Music is a remarkably effective tool for providing those patterns for brain development.
-Research is growing daily that shows visible evidence that music literally changes children's brains.
-This research shows:
-music can calm or stimulate the movement and heart rate of a baby in the womb.
-premature infants who listen to classical music in the ICU gain more weight, leave the hospital earlier, and have a better chance of survival.
-young children who receive regular music training demonstrate better motor skills, math ability, and reading performance than those who do not.
-adult musicians' brains differ anatomically in cases where the musicians began their training before age seven.

Multiple Intelligence

-Music is an important part of multiple intelligence theory which encourages using several ways of teaching the same material in order to reach students with different ways of learning.
-According to David Lazer (Seven Ways of Knowing) "The auditory and rhythmic intelligence that music contains teaches us language, movement, communication, emotions, and visual/spatial intelligence. This vibrational, primordial way of knowing is the basis of music and actually is essential to the whole brain's function."

Using the Brain

According to Don Campbell (the Mozart Effect) "By connecting sound, movement, speech, and interaction with a musical component, it is possible to activate and integrate more of the brain than with any other educational tool.

So...If Reading and Music are ***both*** important why not...

-Use music to teach pre-reading and reading skills.
-Use music to encourage children to become part of the story through movement, rhythm, singing and/or playing an instrument.
-Use music to help children learn sight words.
-Use books of songs to encourage children to "read" favorite songs they already know.

Teaching Strategies

Reading Using Picture Books of Songs

-Have children select books of songs they like.
-Sing the song as many times as they want. Then use the book and point to the words as you sing.
-Use cards of Dolch words used in the song or other words and see if children can recognize, then later, read the word.
-Practice until children become proficient matching words on cards and in the book.
-Play games such memory games, bingo games, and other games where children must match or recognize the words and pictures.
-Transfer word recognition from the book to new books and other places where words are found.

Read Me A Song-Lesson Plan Form

IRA Convention, May 5, 2003, Orlando
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Book/Song Title_____

Author/Illustrator_____

DOLCH/Commor Words in Text:

page:

_____

page:

_____

page:

Lesson Extensions/Interdisciplinary Activities

Science: **Math:**

Social Studies: **Language Arts:**

Music: **Art:**

Other:

Read Me A Song-*Sample* Lesson Plan Form

IRA Convention 2003, Orlando
Dr. Wanda J. Routier wroutier@newlondon.k12.wi.us

Book/Song Title Over on the Farm Accomp. Book-Over in the Meadow

Author/Illustrator Christopher Gunson

DOLCH/Common Words in Text:

	Pre-Primer				- Primer		
p. 1-2	the	little	in	and	on	so	he
	one	a	said	I			
p.3-4	blue	two	we		they		
p.5-6	three						
p.7-8	jump(ed)				on	four	
p.15-16					out		

Lesson Extensions/Interdisciplinary Activities

Science: #1-Is the sun warm? #4-Forest-oak leaf floor-What is there?
#5-What happens at a busy beehive? #6-How do you make a nest of sticks?
#7-Why do chickens scratch and peck? #10-Why do pigs like a muddy pen?

Math: Counting

Social Studies: What is a farm? Where is it located? Who lives there?
What do you find on a farm? How do they all get along?
Explore habitats in the song (farm, field, pond, forest, hill, wood, orchard, river, etc.).

Language Arts: Write about all of the sounds you hear on a farm.
Identify the colors of things found on a farm.

Music: Sing the song. #9-Cheep like a bird-why do they cheep?
Sing the partner song "Over in the Meadow" and compare the two songs.

Art: Draw a picture of a farm and what you see there.

Other: Kinesthetic (Movement): #1-Stretch #2-Leap #3-Splash #4-Rustle & roll
#5-Hop and jump #6-Blink #7-Scratch and peck #8-Paddle in & out #9-Flap & Cheep
#10-Snuggle and sleep

Songs as Story Books

Note: This is not an exhaustive list. New books are published all the time. Check with your library, bookstore or online search for additional titles. Reference books that list children's books in print often have a category of "songs" where books of songs are listed.

1, 2, Tie Up My Shoe (Hardcover), Liz Underhill, ISBN: 1-55670-142-X

A Fox Jumped Up One Winter's Night (Little Golden Book), Nina Barbaresi, ISBN: 0-307-03000-8

Actions: Nursery Rhyme Concept Books (Board Book), Traditional, ISBN: 0-671-77824-2

All God's Critters Got a Place in the Choir, Bill Staines, ISBN: 0-14-054838-6

Baby Beluga, Raffi, ISBN: 0-517-58362-3

Down By the Bay, (Raffi Songs to Read), ISBN: 0-517-56645-1

Down by the Station, Will Hillenbrand, ISBN: 0-439-21625-7

Fiddle-I-Fee, Melissa Sweet, ISBN: 0-590-03825-7

Five Little Ducks, Ian Beck, ISBN: 0-590-06208-5

Follow the Drinking Gourd, Jeanette Winter, ISBN: 0-679-81997-5

Frog Went A-Courtin' (Caldecott Medal), John Langstaff, ISBN: 0-15-633900-5

Funny Songs (Play-a-Song), Traditional, ISBN: 0-7853-0559-9

Happy Songs (Play-a-Song), Traditional, ISBN: 0-7853-0848-2

Hey, Diddle Diddle, Kin Eagle, ISBN: 1-58089-007-5

How Much is That Doggie in the Window? (Hardcover), Iza Trapani, ISBN: 1-879085-74-7

Humpty Dumpty (Hardcover), Kin Eagle, ISBN: 1-58089-019-9

I'm a Little Teapot (Hardcover), Iza Trapani, ISBN 0-59-39961-6

I'm a Little Teapot, Iza Trapani, ISBN: 1-58089-010-5

I've Been Working on the Railroad (Board Book), Traditional, ISBN: 0-590-54317-2

If You're Happy and You Know It, Kathy Fahlman Bates & Dorothy Pederson Fahlman,
A Golden Book, 1989, Western Publishing Company, Inc., Racine, WI, 53404

It's Raining, It's Pouring, Kin Eagle, ISBN: 1-879085-71-2

Jesus Loves the Little Children, Traditional (Little Play-a-Song), ISBN: 0-7853-2108-X

London Bridge is Falling Down (book and tape), Peter Spier (1967), Doubleday, Garden City, NY

Mary Had a Little Lamb (Hardcover), Iza Trapani, ISBN: 1-58089-009-1

Miss Mary Mack, Mary Ann Hoberman, ISBN: 0-439-04022-1

Oh Where, Oh Where Has My Little Dog Gone (Hardcover), Iza Trapani, ISBN: 1-879085-75-5

Oh Where, Oh Where Has My Little Dog Gone, Iza Trapani, ISBN: 1-58089-005-9

Oh, A-Hunting We Will Go, John Langstaff, ISBN: 0-02-179043-4

Old Macdonald Had a Farm (Hardcover), Traditional, ISBN: 0-85953-054-X

Old Macdonald Had a Farm, Traditional, ISBN: 0-85953-053-1

On Top of Old Smokey (Hardcover), Traditional, ISBN: 0-8249-8586-9

One Wide River to Cross (Caldecott Honor Book), Barbara Emberley, ISBN: 0-316-23445-1

Over in the Meadow (Caldecott Honor Book), John Langstaff, ISBN: 0-15-670500-1

Over In the Meadow, Traditional, ISBN: 0-81363561-6

Over on the Farm, Christopher Gunson, ISBN: 0-590-29891-7

Over the River and Through the Woods, Christopher Manson, ISBN: 1-55858-959-7

Over the River and Through the Woods, Iris Van Rynbach, ISBN: 0-688-11839-9

Picture Book of Mother Goose, Berta & Elmer Hader, ISBN: 0-681-00606-4

Play Me Story, A Child's Introduction to Classical Music Through Stories and Poems, Jane Rosenberg, ISBN: 0-679-84391-4

Puppy Songs, Traditional (Little Play -a-Song), ISBN: 0-7853-1045-2

Purple Mountain Majesties-The Story of Katharine Lee Bates and "America the Beautiful", Barbara Younger, ISBN: 0-525-45653-8

Raffi's Top 10 Songs to Read, Raffi, ISBN: 0-517-70907-4

Rainbow Songs, Traditional (Little Play-a-Song), ISBN: 0-7853-1057-6

Row, Row, Row Your Boat, Robin Muller, ISBN: 1-895565-78-2

Sesame Street Songs (Play-a-Song), ISBN: 0-7853-2230-2

Sing Along with Old MacDonald (Play-a-Song), Traditional, ISBN: 0-7853-0760-5

Skip to My Lou, Nadine Bernard Westcott, ISBN: 0-590-98050-5

Songs from Mother Goose, Nancy Larrick, ISBN: 0-06-023713-9

Sunshine Songs, Traditional (Little Play-a-Song), ISBN: 0-7853-1042-8

Take Me Out to the Ballgame, Jack Norworth, ISBN: 0-689-82433-5

Take Me Out to the Ballgame, Maryann Kovalski, ISBN: 0-590-45639-3

Ten in the Bed (Hardcover), Penny Dale, ISBN: 0-039979-100-1

The First Noel (Hardcover), Janina Domanska, ISBN: 0688-043240 0

The Grand Old Duke of York, Maureen Roffey & Bernard Lodge, ISBN: 1-879085-62-3

The Itsy Bitsy Spider, Iza Trapani, ISBN: 1-879085-69-0

The Itsy-Bitsy Spider (Board Book), Rosemary Wells, ISBN: 0-590-02911-8

The Night Before Christmas, Clement C. Moore (Jan Brett), ISBN: 0-399-23190-0

The 13 Nights of Halloween, Rebecca Dickinson, ISBN: 0-590-47586

The Twelve Days of Christmas (Hardcover), Don Daily, ISBN: 0-7624-0764-6

The Twelve Days of Christmas, Jan Brett, ISBN: 0-698-11569-4

The Twelve Days of Christmas, Kathleen Bullock, ISBN: 0-7172-4609-4

The Twelve Days of Christmas (book and tape), Robert Broomfield, ISBN: 0-370-00750-6

The Wheels on the Bus (Board Book), Traditional (Songs to Read by Raffi), ISBN: 0-517-70998-8

The Wheels on the Bus (Little Golden Book), Traditional, ISBN: 0-307-10245-9

There Was an Old Lady Who Swallowed a Fly (Hardcover), Traditional, ISBN: 0-85953-021-3

There Was an Old Lady Who Swallowed a Fly, Traditional, ISBN: 0-85953-018-3

There Was an Old Lady Who Swallowed a Trout, Teri Sloat, ISBN: 0-8050-4294-6

There's A Hole in the Bucket, Nadine Bernard Westcott, ISBN: 0-06-443195-9

This Land is Your Land, Woodie Gutherie/Kathy Jakobsen, ISBN: 0-316-39215-4

This Old Man (Board Book), Traditional, ISBN: 0-689-80054-1

This Old Man (Hardcover), Carol Jones, ISBN: 0-395-54699-0

This Old Man (Sing With Me), Don Sullivan, ISBN: 0-7853-0374-X

This Old Man, Traditional, ISBN: 0-85953-026-4

Tomie's Little Mother Goose (Board Book), Tomie dePaola, ISBN: 0-399-23154-4

Twinkle, Twinkle, Little Star (Hardcover), Michael Hague, ISBN: 0-688-11169-6

Twinkle, Twinkle, Little Star, Iza Trapani, ISBN: 1-879085-70-4

Twinkle, Twinkle, Little Star, Julia Noonan, ISBN: 0-590-45928-7

What Shall We Do When We All Go Out? (Big Book) Traditional, ISBN: 0-395-75247-7

Yankee Doodle, Steven Kellogg, ISBN: 0-689-80158-0

Songs as Story Books-Cassette Tapes

Down by the Station Cassette Tape (Hillenbrand), Scholastic, ISBN: 0-439-21624-9

I'm a Little Teapot Cassette Tape (Trapani), Scholastic, ISBN: 0-590-11916-8

London Bridge is Falling Down (book and tape), Peter Spier (1967), Doubleday, Garden City, NY

Miss Mary Mack Cassette Tape (Hoberman), Scholastic, ISBN: 0-439-06086-9

Over on the Farm Cassette Tape (Gunson), Scholastic, ISBN: 0-439-18464-9

Skip to my Lou (Westcott), Books Out Loud, ISBN: 0-590-98051-3

The Roly-Poly Spider (Sardegna), Scholastic, ISBN: 0-590-64539-0

The Twelve Days of Christmas (book and tape), Robert Broomfield, ISBN: 0-370-00750-6

Web Sites

Literacy and Early Reading Development

Center for the Improvement of Early Reading Achievement (CIERA)
www.ciera.org
Presentations: CEIRA website to "Presentations"

CIERA School Change Project www.schoolchange.ciera.org

NCREL (North Central Regional Educational Library) www.ncrel.org
Click on left: Resources

Critical Issues on Emergent and Early Literacy
www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li100.htm

ERIC Clearinghouse on Reading, English, and Communication
www.indiana.edu/~eric_rec

ERIC Clearinghouse on Elementary and Early Childhood http://ericeece.org

ERIC Sight Words Bibliography www.indiana.edu/~eric_rec/ieo/bibs/sightwords.html
Good sight with links for using sight words. Includes Dolch and Fry lists.

World Kids provides lyrics to songs
http://worldkids.net/entertainment/music/lyrics/kidsongs/lyrics.htm

National Institutes of Health, Child Health Site provides lyrics and midi kids songs because music is part of a healthy child's life www.niehs.nih.gov/kids/musicchild.htm

Public Domain Nursery Rhyme Lyrics www.collingsm.freeserve.co.uk

National Center for Family Literacy www.famlit.org

The School Bell, Dolch Word lists www.theschoolbell.com/links/dolch/dolch.htm.

Author Jan Brett-Dolch Word Lists www.janbrett.com

Thematic Poems, Songs and Finger Plays by Meish Goldish
www.textproject.org/library/presentations/IRA-2000/top-ten-prin/principle-3/index.htm

Charlesbridge Publishers, Whispering Coyote Press (Publishers of Iza Trapani books)
www.charlesbridge.com
www.charlesbridge.com/trapani.htm (interview with Iza Trapani)

Reading is Fundamental www.rif.org

International Reading Association www.reading.org

Early Childhood Information www.earlychildhood.com

Reading, Music and Other Resources www.kidinfo.com

Family Education www.familyeducation.com

Enchanted Learning www.enchantedlearning.com
Scroll down for nursery rhymes

Phonics-based reading activities based on the PBS show "Between the Lions"
www.pbskids.org/lions

NAEYC (National Association for the Education of Young Children)
www.naeyc.org

Music

Music Educators National Conference (MENC) www.menc.org

Early Childhood Music and Movement Association
MENC website or email: joykorgan@aol.com

Music, Reading and Other Resources www.kidinfo.com

MEDAL (Music encouraging diversity and literacy), University of Michigan
www.umich.edu/~medal/ssopmweb/ssop.html

The Mozart Effect, Don Campbell's web site www.MozartEffect.com

The Mozart Effect for Children CDs or cassettes www.childrensgroup.com

The Mozart Effect CDs or cassettes www.springhillmedia.com

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